

DEPARTMENT OF MINES AND RESOURCES

Part I: Honourable J. A. Glen,
Minister.

INDIAN SCHOOL BULLETIN

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The chief purpose of the school is to develop on the part of its pupils the capacity for effective living in a democratic, complex, and highly dynamic society, a society in an age of power. Social and personal integration is now conceived to be the end of the educative process. Stated simply, this means the developing of individuals capable of effective participation in our society with benefit to both the individual and the social order.

- Dr. Freeman Glenn Macomber.

NOTE:

These bulletins are for retention on file. They are NOT to be removed from schools by teachers. Indian Agents will check in their periodical visits to schools, to ensure that these bulletins are kept in the classrooms.

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Reading is man's most potent skill. Without reading his world is circumscribed by his neighbors. All he learns is what he picks up in conversation, information garbled in its transmission, delayed by the slow seepage of news through word of mouth. He is provincial by geography and ignorant by isolation. His knowledge of what is happening in the great and complicated world is confined to what he can learn from the radio, if he has time to listen to it, or to sound news-reels if he can afford to see them. The world of newspapers, books, magazines, and bulletins is closed against him by the massive walls of ignorance.

Reading is the keystone of the arch of intelligence that the schools have been established to construct. Place the mastery of reading on one pan of the balance, and all the other subjects of the curriculum on the other, and the others will hit the beam. A man can pick up enough arithmetic for ordinary purposes outside of school. He learns to talk before he enters school. The pattern of his character is set in his home. It does not matter greatly if he cannot write. His knowledge of health, history, literature, and politics he can pick up for himself if he knows how to read. Strip the curriculum to its bare essentials and three R's do not remain. There is only this one supreme essential R - the ability to read with speed and comprehension.

- Dr. W. W. Charters.

THE LIVING LANGUAGE SERIES

In a previous article in the Bulletin you were advised that we were doing research upon a new language series which would be more suitable for use in our Indian schools than those in service at present. We have selected the Living Language Series published by Ginn and Company. We feel that this series provides a sound training programme in all aspects of English for the

PART I

SCHOOL ADMINISTRATION

13 EXTRA CURRICULAR ACTIVITIES

(Due to the shortage of space, we are delaying for one issue the publication of the first article on the formation of a student council).

Congratulations are in order for three of our Residential Schools for activities in which they have participated recently. As a result of the grading of all provincial army cadet corps in Saskatchewan, the Grand Challenge Cup has been awarded to the Cadet Corps of the Lebreton Indian Residential School.

The Lebreton School Corps also won the trophy for the boarding school group. Other Indian schools competing were the St. Philips Residential School, the Cowessess Residential School, and the Muscowequan Residential School.

In last February's issue of the Bulletin, details were given of the Canadian Handicrafts Guild Indian Exhibition in Montreal. In the results recently announced the Duck Lake Residential School won several top prizes. Sophie Little Pine won the general prize for the finest costume in the competition. The general prize for beading was awarded to a member of the school, Marie Badger, for the beading on her coat. The Judges made a special award to this school for the encouragement of Indian handicrafts.

From the Chapleau Residential School comes the good news of their victory against the local schools for the softball championship. The business men of Chapleau tendered the boys' team a banquet and social evening.

14 READERS FOR ROMAN CATHOLIC SCHOOLS

As previously mentioned in article No. 59 of the June Bulletin, we have been doing considerable research before finally selecting a new Catholic Reader for grades one and two.

As a result of this experiment we have selected the Faith and Freedom Series as the authorized text for grade one. We will be in a position to provide grade two by the beginning of the next academic year.

The titles of the grade one texts of this series are as follows:

Our First Book
Here We Come
This is Our Home
Workbook for Here We Come and This is Our Home
This is Our Family
Workbook for This is Our Family
These are Our Friends
Workbook for These Are Our Friends

Teachers' Manuals:

Teaching First Grade Reading, I
Teaching First Grade Reading, II
Teaching First Grade Reading, III

15 THE LIVING LANGUAGE SERIES

In a previous article in the Bulletin you were advised that we were doing research upon a new language series which would be more suitable for use in our Indian schools than those in service at present. We have selected the Living Language Series published by Ginn and Company. We feel that this series provides a sound training programme in all aspects of English for the

elementary school grades three to six. This programme is given in the Teacher's Guide "Teaching Living Language" and the pupils' workbooks which accompany it.

The authors are Miriam Norton and Eleanor Boyce of the Provincial Normal School at Winnipeg. In the Teacher's Guide they give the teacher advice on how to help children to express themselves, provide suggestions for motivating good language practice and give full directions for training lessons in the techniques of expression. Sample training lessons to illustrate teaching methods are provided.

The workbooks supply all the material needed by the pupils - rules of good usage, examples, and practice material. Each exercise is designed to give practice in items taught in the training lesson. To derive the fullest benefit of the course, it is essential that our teachers of Indian schools use the workbook and the teacher's guide together.

Inside the front page of each workbook you will find a table showing the correlation of the workbook with the teacher's guide. In a column you will find listed the page numbers of the exercises in the workbook; in another column you will find the page numbers of the corresponding lessons in "Teaching Living Language".

The following are the four levels of the series which we are supplying for our Indian schools:

Word Ways	<u>III</u>
Words at Work	<u>IV</u>
More Progress	<u>V</u>
Carry On	<u>VI</u>
Teaching Living Language (Teacher's Guide)	

Each succeeding book for the pupils represents a new level of language ability rather than a rigid grade placement.

Scale of Issue for Indian Schools:

It must be emphasized that this textbook is not to be written in by the pupils. They are to use their exercise books for writing down the answers.

Residential schools who wish to take this new series into effect now can order the quantities required by using the order form attached to this issue of the Bulletin. Teachers who are satisfied with the present workbooks they are using, whether it be the Opportunity Workbooks in English, Vitalized English, Workbook in English Usage and Composition or who are using any other workbook or text authorized for the particular province, need not order this new series. As quantities available are limited, it would be appreciated if schools with a sufficient stock of other language workbooks on hand delayed ordering these titles until a later date.

16 COURSES FOR COOKS OF RESIDENTIAL SCHOOLS

Two short courses for Indian Residential School Cooks and Assistant Cooks from approximately twenty Prairie schools were given at the Lebret Residential School from July 3 to 18. These courses were very successful and we hope that all the cooks will benefit from their instruction.

The list of successful candidates has been announced by the Nutrition Division of the Department of National Health and Welfare, as follows:-

COOKS: -

Sister Marie Ludovic,	Ermineskin Residential School, Alberta.
" St. Therese	Muscowequan " " Saskatchewan,
" Clement,	Fort Alexander " " Manitoba,

COOKS: (cont'd.)

Sister Theodore,	McIntosh Residential School, Ontario,
" Ann Marie	Cowessess " " Saskatchewan,
" Rivard,	Blue Quills " " Alberta,
" Hagan,	St. Mary's " " "
" Hanley,	Blue Quills " " Alberta,
" Marie Leonard	" " " " "
" St. Jean de Valois	Sandy Bay " " Manitoba,
" Marie Emelie	" " " " "
" Marie Hurtubise	Beauval " " Saskatchewan
" Dorothea,	Duck Lake " " "
" St. Jules,	St. Therese " " "
" Clemence,	Ermineskin " " Alberta,
" St. Oraxide,	Guy " " Saskatchewan
" St. Jean Leland,	Pine Creek " " Manitoba,
" Numier,	Qu'Appelle " " Saskatchewan,
Miss B. Lilley	Wabasca " " Alberta,
" S. Morgan,	Sioux Lookout " " Ontario,
Mrs. M. Scott	Elkhorn " " Manitoba,
" M. C. Long,	Morley " " Alberta,
" R. E. Carmen,	File Hills " " Saskatchewan,
Miss D. Coe,	Gordon's " " Saskatchewan,
" E. Hunsome,	Portage " " Manitoba.

There were also 19 assistant cooks in attendance for the second course.

17 RESIDENTIAL AND DAY SCHOOL REQUISITIONS

We are only too well aware of the delays which have occurred in the past in providing supplies for our Indian Schools. In order to speed up the process of supplying these needed articles we have prepared a special requisition form and have attached it to this issue of the Bulletin.

You will note that this requisition form is being prepared in duplicate. Both copies must be sent to the Department through your Indian Agent. If an extra copy is required for retention at the school or at the Agent's office, this must be prepared locally. The whole key-note of supply by this system is that the two requisitions attached hereto arrive at the Department, together and completely identical.

Principals of residential schools are reminded that these requisitions should arrive at the Department by December 31, 1947. Do not attempt to include on the special form any items which are not specifically listed. Such items should be placed as usual on form I.A. 413.

Teachers of day schools can prepare and use this requisition and submit it to the Department by May 31, 1948. As the attached forms are to be submitted annually, do not use them for temporary requisitions for such minor items as scribblers, pencils, etc., which you might run out of during the school year. For this purpose use form I.A. 413 and save the special requisition form for annual submission.

SCALE OF ISSUE

Please adhere closely to this scale of issue in requisitioning for supplies:

- (a) Pencil Sharpener - one per classroom only.
- (b) Foolscap - 50 sheets per pupil in Grade Five and upwards.
- (c) Loose Leaf Notebooks No. 1937 - one per pupil in Grade 7 -
- two per pupil in Grade 8.
- (d) Loose Leaf Notebooks No. 2933 - two per pupil in Grade 9 and upwards.
- (e) Crayons - Wax Crayons are provided for Grades 1 to 3 and
Crayolas are available for Grades 4 and upwards.

REQUISITIONS - Scale of Issue (cont'd.)

- (f) Modelling Clay: The product we supply is Klean Klay and is available at the rate of a quarter of a pound to each pupil in Grade I. We will provide assorted colours.
- (g) Dry Tempera: We provide one set of four assorted colours per classroom containing Grade 5 and upwards.
- (h) Water Colour Boxes are provided for Grade 4 and upwards only.
- (i) White Water Colour Drawing Paper is provided for Grades 7 and upwards only. Lower Grades will use Blank Drawing Books.
- (j) Poster Paper is provided for Grades 6 and upwards only.
- (k) Hectograph Paper: 1,000 sheets per classroom only unless school magazine is being printed. Use Exercise Book C for class hectographing.
- (l) Six Scratch Pads of each type are provided per classroom.

18 MONTHLY DAY SCHOOL RETURNS

In article No. 5 of the September issue of the Bulletin we told you of the new monthly day school Return forms which are being prepared.

The initial draft of these forms has been obtained from the printers and they will shortly go into production on this particular item.

These Returns will be in pads of fifty (50) and teachers should receive them in late November or early December. Teachers in isolated schools who do not receive them in time for the end of the December quarter should continue to use the old Quarterly Attendance Return Forms.

PART II: TEACHING METHODS

19 HOW TO TEACH SIMPLE ARITHMETIC

(This is the second in a series of articles on the teaching of Arithmetic to Indian children. This article is adapted from one which appeared in the Teacher's Magazine of the United States Indian Service.)

There are few elementary subjects which are easier to teach, but usually more poorly taught, than arithmetic. Much of the difficulty grows out of the fact that a great deal of piecemeal research has been done in the field of arithmetic and many erroneous conclusions as to procedures have been based on inadequate evidence.

Take a few cases in point. Dr. Clapp of Wisconsin discovered by tests that certain arithmetic combinations were missed more frequently than others by children who were supposed to have learned the combinations. He thereupon advanced the theory that these combinations: six and seven, six and eight, seven and eight, and a few others like them, presented peculiar psychological difficulties in learning. Several sets of arithmetic texts were written in the light of these conclusions. A later investigation showed that the "difficulties" were not in the least peculiar, but consisted largely in the fact that the average arithmetic text presented these combinations much less frequently than the "easier" ones because they appeared later in the book. Each combination was reviewed frequently after it was introduced and there was simply less time and opportunity to review the later combinations. Given the same amount of drill, the difficulties tended to disappear.

Dr. Thorndyke made a great deal of the fact that subtraction was merely the reverse of addition, division the reverse multiplication, etc., and wrote a series of texts in which a few combinations were presented as addition

and then reintroduced immediately as subtraction. There is now evidence that while this logical connection was comprehensible to adults interested in analyzing arithmetical processes, it was merely confusing to many children who weren't quite sure about addition itself.

Other students of the subject, convinced that arithmetic was foundational to the study of mathematics and urgently anxious to be about the higher processes, tried crowding arithmetic and the simpler phases of mathematics down lower in the grades. Algebra was once a freshman subject at Harvard. Now we often attempt some Algebra in the lower junior high school grades. There was a time in 1915 and 1916 when Frederic Burk, President of the San Francisco State Teachers College, impressed with the arithmetical precocity of some children, introduced the teaching of number combinations into the kindergarten. A decade ago, the studies of the committee of seven of the Northern Illinois Conference on Supervision established pretty conclusively that there is an optimum age-grade for the presentation of the several arithmetical processes - and it isn't the kindergarten by a long shot. If children approaching eight years of age at the end of the second grade have mastered the addition combinations they are doing well.

In fact the work of the committee of seven indicates that the completion of addition and all of subtraction may be expected by mental age 9; multiplication facts whose products are less than 20, and addition columns not more than three digits wide and three high are to be expected by mental age 10; addition and subtraction of decimals, addition and subtraction of like fractions and simple mixed numbers by mental age 11; multiplication facts whose products exceed 20, compound multiplication, division facts and simple division by mental age 12, long division, multiplication and division of fractions, meaning of fractions, case I and case II of percentage by mental age 13; completion of long division, addition and subtraction of unlike fractions and mixed numbers, simple linear measure by mental age 14; denominate numbers, all forms of practical linear and square measure by mental age 15.

It will be seen that an acceptance of these conclusions would result in withholding much more work in arithmetic for later grades than has been common practice for some years.

Several recent writers have made a great deal of the fact that children forget much of what they are taught and therefore need continuously, regular and scientifically prepared reviews in order to keep alive familiarity with the arithmetic facts. The Bronxville Schools, however, over a series of years (1928-1936) demonstrated that if the arithmetic facts of each process are taught to mastery before a new process is introduced, the amount of review occurring naturally in the course of the year's work will serve to preserve that mastery relatively intact.

In revolt against the dull and meaningless drudgery of old style arithmetic drill, the "progressives" of a quarter of a century ago fulminated against useless drill and demanded that the arithmetic fundamentals be presented in meaningful situations and relationships. While the insistence is sound that it is easier for children to learn things when they see some meaning to the material which is being presented, many teachers, more sentimental than competent in their psychology, took it for granted that interesting activities involving need for the arithmetic combinations should be adequate to fix all the combinations in the minds of all the children. This was a foolish notion at best, but solved the conscience of many a teacher who didn't like to impose arithmetical drill.

While an extreme situation might be imagined in which meaningful activities might be devised which would "fix" the four hundred basic combinations of the fundamental processes in the mind of some child - it would probably involve an extravagantly wasteful use of the teacher's time who devised them. Successful and efficient teaching of arithmetic, however, demands an intelligent combination of well planned activities which contribute to understanding and will continuously present the need for the facts and processes of arithmetic, and then an equally continuous and varied series of drill experiences which will fix each of these facts in the memory of each child.

Preparing to build a chicken house or chicken yard, buying chicken feed, collecting eggs, estimating costs; or planning, planting and harvesting a

school or community garden; planning, buying the material and making window curtains, are but suggestive activities out of the many hundred which should be present in the daily life of any school, many of which can be used to demonstrate the need for and application of arithmetic. In fact it is not usually necessary to concoct such experiences - it is merely incumbent upon the teacher to recognize the phases of daily classroom living which have arithmetical aspects which can be shared with the children. Hourly readings of the thermometer during the winter, to insure against overheating; pupil weight records; daily attendance records; quantities of supplies used in the day to day lessons, are a few of the obvious ones which are part of the teacher's daily work and often done by her rather than the children, because it is easier to do it that way.

The fixing of the facts in the memory, however, depends upon varied and ample opportunities for drill and review, suited to the needs of each child. That means additional work of a kind for the teacher, but it is the ultimate secret of successful teaching of the facts.

First, the learning drills need to be broken up into short units. Not more than five or ten new facts should be presented at a time - and it must be remembered that "six and seven" is a different combination from "seven and six", and both must be separately learned. Also the combinations of "0" are as important as any other and often neglected. Combination cards, which present the combination to be learned on one side without the answer, and on the other side with the correct answer are one useful form of initial presentation and each child should have a pack of his own. Such cards can be used for individual study, and later as a game in which several children may play together. The combinations with the answer should be studied first - and thereafter the answer should be referred to at once if the child cannot give an immediate correct reply to either an oral or visual presentation of the combinations.

Orally, if the teacher asks "What are five and four?" and the child hesitates at all, the teacher should immediately say "Nine. Five and four are nine. Repeat after me, five and four are nine," and insist on the child repeating it. Where the visual stimulus is used, if the child hesitates, the card should be promptly reversed so that he sees the combination with the answer. He should then be asked to repeat the combination and the answer. This may call for a reversal of one's usual teaching procedure for it is common for a teacher when a child hesitates to give the answer to an arithmetical combination immediately, to urge him to remember by saying "Think," once or several times. This is harmful, for it drives the child to devious means to find an answer to satisfy the teacher. The most common and most undesirable procedure is to count (on the fingers or otherwise) the sum. The counting habit, once acquired is hard to break and a fatal deterrent to automatic mastery of the combinations, which is the goal of combination teaching. Another common evasion is reversion to a combination of previously known facts as: when confronted with 5 and 7 (unknown) to think 5 and 5 are 10 and 2 are 12. This slows up learning and leads to inaccuracies. If the child hesitates, the correct answer should be given him promptly to forestall evasions.

Frequent written tests of the combinations, which supposedly have been learned, are desirable. Those which are missed are the ones which should then be drilled upon and will vary for each child. There is no value to intensive review of facts already known, and it is an exceedingly discouraging activity. Furthermore the child's time and energy are needed in order to learn new things not already known. Children should not be scolded for not knowing a combination or for getting it wrong. If the teacher would devote the same amount of energy which would go into a scolding to telling the child the correct answers and reviewing such telling, the end results would be more profitable for both teacher and child. Children made nervous by fear of making a mistake, and rear of a scolding are not in a receptive mood for learning. More important, when children are scolded for mistakes or for not knowing something, they quickly learn to hide their ignorance and make it more difficult for the teacher to find out what they don't know, so that she can teach them.

If periodic tests are used, each child should keep his own progressive scores, for it is encouraging to recognize progress. However, efforts to "shame" a child whose progress is slow can be psychologically undesirable.

Progress from one group of combinations to the next group should be delayed until the child has 100% mastery of the first group and all which have gone before. This will necessitate an individualized treatment of each child, for there is no point in holding up one child who learns rapidly because of another who learns slowly. It is foolish to advance a weak child to a new series of learning problems before he has mastered the first, because it will only serve to confuse him further. Teachers often make the grave mistake of allowing a child who has difficulty with one unit of work to go on to the next to "encourage him". Actually the opposite effect occurs. The greatest encouragement any child can have is to succeed in what he has been trying to do. A little personalized help from the teacher or a sympathetic classmate will often make this possible. There is a mass of evidence among the adults all about us that the unlearned combination that has been passed over is never learned and remains a stumbling block to accurate mathematical performance throughout life. The conscientious teacher will insist upon mastery learning of the arithmetic combinations. Where weaknesses in knowledge of the combinations are detected among students in the later grades, the greatest kindness the teacher can confer on each child, is to teach him those weak combinations.

A lot of nonsense has at times been taught with regard to "short cuts" in addition. There is none worth bothering about. Any child who has automatic recall of his basic combinations can count up a column of figures as rapidly as his eye can travel, taking each number as he comes to it, and without error. To accomplish this some drill in passing from one decade to the next (20 to 30, 42 to 52 etc.) may be needed, but such rapid and accurate power with the addition of figures is possible for everyone. As addition is the process most frequently used by all, it is an important skill to master.

A child who has achieved automatic mastery of addition will usually find subtraction very easy, and master the subtraction facts rapidly. It is conceded by most students of arithmetic that the Austrian or additive method is more accurate than the borrowing method. It makes direct use of the addition facts already learned. However, most adult teachers who themselves use the borrowing method persist in teaching it to children. If it is thoroughly learned it is entirely accurate. For those to whom the additive method is unknown, the following example will serve to illustrate the process:

$\begin{array}{r} 8542 \\ -728 \\ \hline 7814 \end{array}$	8 and what give 2? 4. 8 and 4 make 12. Put down the 4 and carry 1. 1 and 2 are 3. 3 and what are 4? 1. Put down 1. 7 and what give a 5? 7 and 8 are 15. Put down 8 and carry 1. 1 and what are 8? 7. Put down 7. The answer is 7814.
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The proof follows the same pattern. To one familiar with this process of subtraction it appears as the normal method, building on what the child already knows. However, the important thing is for the teacher to teach a method with which he himself is thoroughly familiar and has confidence, for only so can he convey a feeling of confidence to the child.

Multiplication should present no difficulties, if the combinations are mastered. If the child learns that he is multiplying by 2 tens and 3 hundreds as well as 3 units, in such an example as:

$$\begin{array}{r} 7284 \\ \times \quad 323 \\ \hline \end{array}$$

it should be easy to explain the placement of the partial products, the first number of which falls in the same column occupied by the multiplier. When multiplying by units, the first number of the product will fall in the units column. When multiplying by a ten, the first number of the partial product must necessarily be a ten and will appear in the tens column and so forth.

In testing for arithmetic knowledge, the important thing is to test first of all for mastery of the combinations which have been learned. It may then be in order to test for the use of addition facts in single or multiple columns; in subtraction, to test for the handling of zeros in the minuend or subtrahend, and for mastery of the extended minuend. Knowledge of the facts, however, is basic to everything else - and such a test is quickly diagnostic of weakness. When unknown facts have been learned the foundation is present for more complicated learning. While a pupil is unsure of the facts he is a poor risk for advanced learning.

In article 38 of the February issue of the Bulletin we described in some detail the techniques to be used in teaching reading by the experience method. We have now received a few sample copies of narrative type records developed by children in Indian schools. One interesting story is as follows:

"Two Little Chicks"

We have two baby chicks.
One is smaller than the other one.
We think the big one is a rooster.
We call the big one Blackie.
We call the small one Fluffy.
Blackie can eat more than Fluffy.
They eat and eat and eat.

Another little story developed by a nature class reads as follows:

"Insects"

Insects have six legs.
Some insects have wings.
Some insects have no wings.
Their bodies have three parts.
They have a head,
A middle part and a back part.

Experience records may be used to serve two purposes,-

- (a) To develop language facilities,
- (b) To develop one specific aspect of language;
namely, reading skills and abilities.

Language-type records are used in the kindergarten and succeeding grades as a means of systematically developing basic language skills and abilities as a part of the every-day experience of children.

Reading-type records should possess the literary quality of the language-type records in so far as possible and at the same time provide the necessary control over vocabulary range and repetition and every sentence structure to facilitate reading. These two general purposes which experience records serve should be kept clearly in mind by the teacher.

As a practical help to teachers we list below the various types of experience records which can be used for either of the above two purposes:

1. Narrative type records.
2. Records of plans.
3. Progress records (e.g. What We Have Done, Fall Fair, How We Do Things, etc.)
4. Records of Experiments.
5. Diary Records.
6. News Records.
7. Reminder Records.

In article 11 of the September issue of the Bulletin we described the health films which are being made available to Indian Residential Schools.

We have received a very good response from our various schools and are now preparing a schedule for a film circuit. This should reach the schools concerned in the near future.

It is usually at this time of the year that a teacher encounters difficulty with the time table which she has constructed late in August or early in September. It is very difficult with the new curriculums of the various provinces to prescribe a definite time schedule, for the various subjects or daily school programme must, of necessity, be often varied and flexible.

Teachers, however, should keep in mind the possibility of overlapping and the necessity for flexibility and construct their time tables accordingly. The following scheme is suggested:

Health	10% in all grades
English	30% varying from 45 to 50% in the primary grades to 25% in the senior.
Social Studies	20% varying from 10% in the primary grades to 20% in the senior.
Science	8% varying from 6% in the primary grades to 9% in the senior.
Mathematics	8% varying from 4% in grade II to 12% in the senior grades.
Music	8% in all grades.
Art	8% in all grades.
Unassigned	8% varying from 6% in the primary grades to 8% in the senior.
Approximately, 10% means 30 minutes per day.	

Often one of the greatest problems facing a teacher of a one room Indian day school is that of providing useful seat work for the pupils in Grades I and II. We have tried to do our part by providing work books in reading and in arithmetic and also in providing crayons, construction paper and modeling clay.

An activity programme of primary projects will do a great deal to provide interesting and instructive seat work for these children. Most Provincial courses of study provide for such projects. Examples are,-

- | | |
|----------------------|-----------------------------------|
| (1) The Play House. | (6) Milk. |
| (2) The Store. | (7) A Health House. |
| (3) The Post Office. | (8) The Circus (or the Fall Fair. |
| (4) The Hospital. | (9) Christmas. |
| (5) The Farm. | |

Naturally, these projects will and should vary with the environment of the Indian pupils concerned.

Teachers will find that their pupils will respond to a properly co-related programme of seat work and will busy themselves with their seat work much more so than if they are merely told to "draw three houses and colour one red, one blue and one yellow".

For example, if you are teaching "The Story of a Loaf of Bread", you might have your pupils illustrate the story of a loaf of bread by showing,-

- | | |
|---------------------------|----------------------|
| (a) A field of wheat. | (e) A flour mill. |
| (b) Binder cutting wheat. | (f) A bag of flour. |
| (c) A threshing machine. | (g) A loaf of bread. |
| (d) A load of wheat. | |

The class can afterwards make these drawings into a film for their

picture show. They can also illustrate in modeling clay a load of wheat, a bag of flour, a loaf of bread.

Indian children on the coast of British Columbia will naturally not know a great deal about the story of a loaf of bread, whereas Indian children of the Prairies will know its details well. Therefore, the method of approach of the teacher will naturally vary according to the environment of her children. It is suggested that an experience reading chart on the project be prepared first by the class and teacher together and then that seat work as described above be assigned to them while you are teaching the upper grades.

Arts and Crafts (Pencil)
Arts and Crafts (Ink)
Arts and Crafts (Art Gum)
Pencil Sharpeners
Boxes Pen Kite (Flour)
Boxes Pen Kite (Antoni)
pkts. Ink Powder, blue, 25. size.
pkts. Ink Powder, red, 25. size.
Pencil Sharpener.

Poster Boards
Rolls Transparent Paper
Rolls Kraft Covered Paper
pkts. Kindergarten Primer
pkts. Teachers' Guides
Black Drawing Paper
Black Drawing Paper
Boxes Chopped Wood

EXERCISE BOOKS, etc.

Loose Leaf Note Books, 1937 (Grades 7 and 8)
Loose Leaf Note Books, 1937 (Grade 9 and up) (various)
Scribblers A, (plain)
Scribblers B, (ruled, pencil)
Exercise Books C, (ruled, ink)
Exercise Books D 194, (black cover, ruled, ink)-grade 6 & up (various only)

HANDICRAFT SUPPLIES

pkts. Wax Crayons (Primary)
pkts. Crayons (Senior)
lbs. Clean Clay, asst. colours
pkts. Dry Tempera, asst. colours.

Water colour boxes
Water colour brushes (25. medium)
Water colour bottles, asst. colours

PAPER and ENVELOPES

pkts. White Water colour drawing paper, 8 x 9 (100 sheets to package)
pkts. White Water colour drawing paper, 9 x 12 (100 sheets to package)
pkts. Construction paper, 9 x 12, asst. colours (50 sheets to package)
Pkts. Poster Paper, 9 x 12, asst. colours (100 sheets to package)
Pkts. Folding paper, 6 x 4, asst. colours (100 sheets to package)
sheets Kraft Wrapping paper (18 x 24)
pkts. Foolscap, single ruled
pkts. Manuscript (Hortograph) Paper, 8 1/2 x 14
pkts. T-Writer Carbon paper, 300. 8 1/2 x 14, black, 8 x 13
Scratch Pads #2, plain (3 x 5)
Scratch Pads #3, ruled (6 x 10)

Kraft Envelopes, 9 1/2 x 12 for reports

READING

Protestant Schools (Basic Readers)

GRADE ONE

Let's Read and Let's Play
Let's Look and See
Think and Go Book for Pre-Primer Program
Fun With Dick and Jane
Think and Go Book for Fun With Dick and Jane
Our New Friends
Think and Go Book for Our New Friends
Guide Book to Grade One Program.

ORDER FORM FOR STANDARD SCHOOL SUPPLIES

These supplies are for Indian children only.

Note: Order by exact quantity and not by dozens; e.g., do not ask for "three dozen" but say "36". Check the scale of issue on pages 4 and 5 carefully before ordering.

boxes Chalk, white	_____	Blotters, 4 x 9
boxes Chalk, asst. colours.	_____	Blotters, Desk, 18 x 24 green
Blackboard brushes	_____	(Teachers only)
Pencils (1917 - H.B.)	_____	Rulers, 12" plain
Pencils (Primary #308)	_____	boxes Paper clips (medium)
Pencils (Checking) Blue #76.	_____	boxes Thumb tacks
Pencils (Checking) Red #77.	_____	pkts. Stickfast dry paste
Erasers (Pencil)	_____	Paste Brushes
Erasers (Ink)	_____	rolls Transparent Adhesive Paper
Erasers (Art gum)	_____	Tape.
Penholders	_____	rolls Kraft Gummed Paper Tape 2"
boxes Pen Nibs (fine)	_____	pr. Kindergarten scissors, blunt.
boxes Pen Nibs (medium)	_____	pr. Teachers' Scissors, 7"
pkts. Ink Powder, Blue, Qt. size.	_____	Blank Drawing Books #1, 6 x 9"
pkts. Ink Powder, Red, Qt. size.	_____	Blank Drawing Books #2, 9 x 12"
Pencil Sharpener.	_____	boxes Gummed Stars # 22, asst.

EXERCISE BOOKS, etc.

Loose leaf Note Books, #1937 (Grades 7 and 8)
Loose leaf Note Books, #2933 (Grade 9 and upwards)
Scribblers A, (plain)
Scribblers B, (ruled, pencil)
Exercise Books C, (ruled, Ink)
Exercise Books D 104, (black cover, ruled, Ink)-grade 6 & upwards only

HANDICRAFT SUPPLIES

pkts. Wax Crayons (Primary) _____ Water colour boxes
pkts. Crayolas (Senior) _____ Water colour brushes (#5, medium)
lbs. Klean Klay, asst. colours _____ Water colour refills, asst. colours
tins (8 oz. Dry Tempera, asst. colours.

PAPER and ENVELOPES

pkts. White Water colour Drawing paper, 6 x 9 (100 sheets to package)
pkts. White Water colour Drawing paper, 9 x 12 (100 sheets to package)
pkts. Construction paper, 9 x 12, asst. colours (50 sheets to package)
Pkts. Poster Paper, 9 x 12, asst. colours (100 sheets to package)
Pkts. Folding paper, 6 x 6, asst. colours (100 sheets to package)
sheets Kraft Wrapping paper (18 x 24)
pkts. Foolscap, single ruled
pkts. Multiscript (Hectograph) Paper, 8½ x 14
pkts. T.Writer Carbon paper, Std. Wgt., black, 8 x 13
Scratch Pads #2, plain (3 x 5)
Scratch Pads #5, ruled (6 x 10)
Kraft Envelopes, 9½ x 12) for reports

R E A D E R S

Protestant Schools (Basic Readers)

GRADE ONE:

Before We Read _____ We Work and Play
We Look and See _____ We Come and Go
Think and Do Book for Pre-Primer Program
Fun With Dick and Jane
Think and Do Book for Fun With Dick and Jane
Our New Friends
Think and Do Book for Our New Friends
Guide-Book to Grade One Program.

READERS

GRADE TWO:

Friends and Neighbours
 Workbook - Friends and Neighbours
 More Friends and Neighbours
 Workbook - More Friends & Neighbours
 Guide-book - Second Grade Program

GRADE THREE:

Streets and Roads
 Workbook - Streets and Roads
 Guide-book - Third Grade Program

Highroads to Reading Series:

Highroads to Reading Book 4
 Highroads to Reading Book 5
 Highroads to Reading Book 6

ENGLISH

Language Workbooks:

Living Language Series
 (See Article No. 15)

Word Ways (Grade 3)
 Words at Work (Grade 4)
 More Progress (Grade 5)
 Carry On (Grade 6)
 Living Language (Teachers' Manual)
 Opportunity Workbooks in English,
 (Grade 7)
 Opportunity Workbooks in English,
 (Grade 8)
 Workbook in English Grammar,
 (Grades 7 and 8)

NATURE STUDY:

Natural Science Through the
 Seasons (Teachers Only)

HEALTH:

Safe and Healthy Living Series:

FOR TEACHER'S USE ONLY:

Spick and Span (Grade 1)
 Health Parade (Grade 2)
 Growing Big and Strong (Grade 3)
 Safety Every Day (Grade 4)

FOR PUPIL'S USE:

Health, Safety and Success
 (Grades 5 and 6)
 Your Health & Safety Grades 7 & 8)

(Please print carefully or type)

R E A D E R S

CATHOLIC SCHOOLS:

Faith and Freedom Series

GRADE I:

Our First Book
 Here We Come
 This is Our Home
 Workbook for Here we Come and
 This is Our Home
 This is Our Family
 Workbook for This is Our Family
 These Are Our Friends
 Workbook for These Are Our Friends

Corona Readers: Grade 3 & Upwards)

Paths of Grace (Grade 3)
 Workbook for Paths of Grace
 Tales to Tell (Grade 4)
 Workbook for Tales to Tell
 Stories for Every Day (Grade 5)
 Treasure Trove (Grade 6)
 Fact and Fancy (Grade 7)
 Wide Horizons (Grade 8)

ARITHMETIC

Jolly Number Series:

Jolly Numbers, Primer
 Jolly Numbers, Book 1
 Jolly Numbers, Book 2 (1st Half)
 Jolly Numbers, Book 2 (2nd Half)
 Teachers' Manuals, Book 1
 (Beginner's Course)
 Teachers' Manual, Book 2
 Canadian Problem & Practice
 Arithmetics, Book 1 (Grades 3-4)
 Canadian Problem & Practice
 Arithmetics, Book 2 (Grades 5-6)
 Canadian Problem & Practice
 Arithmetics, Book 3 (Grades 7-8)
 Teachers' Manual, Book 1
 Teachers' Manual, Book 2
 Teachers' Manual, Book 3
 Exercises in Arithmetic, Grade 8
 Answer Book for Exercises in
 Arithmetic, Grade 8.

SOCIAL STUDIES:

Story Workbook in Canadian History
 (Grades 5 to 7)
 Social Studies Workbook on
 Eastern Canada (Grades 7 & 8)
 Social Studies Workbook on
 Western Canada (Grades 7 & 8)

ENROLMENT OF INDIAN PUPILS BY GRADES

Name _____
 School _____
 Post Office (nearest) _____
 Express Office
 (nearest) _____
 Province _____
 (PLEASE PRINT)

Grade 1 _____ Grade 2 _____ Grade 3 _____
 Grade 4 _____ Grade 5 _____ Grade 6 _____
 Grade 7 _____ Grade 8 _____ Grade 9 _____
 Grade 10 _____ Grade 11 _____ Grade 12 _____

Indian Agent.

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Erasers (Pencil)	_____	Paste Brushes
Erasers (Ink)	_____	rolls Transparent Adhesive Paper
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Penholders	_____	rolls Kraft Gummed Paper Tape 2"
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boxes Pen Nibs (medium)	_____	pr. Teachers' Scissors, 7"
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We Look and See	_____	We Come and Go
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Fun With Dick and Jane		
Think and Do Book for Fun With Dick and Jane		
Our New Friends		
Think and Do Book for Our New Friends		
Guide-Book to Grade One Program.		

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Friends and Neighbours
Workbook - Friends and Neighbours
More Friends and Neighbours
Workbook - More Friends & Neighbours
Guide-book - Second Grade Program

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Streets and Roads
Workbook - Streets and Roads
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Opportunity Workbooks in English,
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Stories for Every Day (Grade 5)
Treasure Trove (Grade 6)
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Wide Horizons (Grade 8)

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Canadian Problem & Practice
Arithmetics, Book 1 (Grades 3-4)
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Grade 10 _____ Grade 11 _____ Grade 12 _____

Indian Agent.